

English Language Arts
Evaluation Tool
Primary and Intermediate

Title	_____
Author	_____
ISBN	_____
Copyright	_____
Grade Level	_____
Readability Level	_____
Course Content	_____

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

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SUMMARY FORM

Average Ratings

I. Technology Component Summary	_____
a. Strengths	
b. Weaknesess	
II. Reading Content Sumamry	_____
a. Strengths	
b. Weaknesess	
III. Writing Content Summary	_____
a. Strengths	
b. Weaknesess	
IV. Grammar and Spelling Component Content Summary	_____
a. Strengths	
b. Weaknesess	
V. Listening / Speaking / Observing Content Summary	_____
a. Strengths	
b. Weaknesess	
VI. Inquiry Content Summary	_____
a. Strengths	
b. Weaknesess	
VII. Technology Content Summary	_____
a. Strengths	
b. Weaknesess	
VIII. Audience – Teacher Materials Content Summary	_____
a. Strengths	
b. Weaknesess	
IX. Audience – Student Materials Content Summary	_____
a. Strengths	
b. Weaknesess	
X. Format Content Summary	_____
a. Strengths	
b. Weaknesess	
XI. Ancillary Materials Content Summary	_____
a. Strengths	
b. Weaknesess	

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TECHNOLOGY COMPONENT

Equipment (Check all that apply)

☐ Windows ☐ MacIntosh ☐ CD-ROM ☐ DVD ☐ VHS ☐ Sound ☐ Other _____

Grade Level (Check all that apply)

☐ Primary ☐ Intermediate ☐ Middle ☐ High

Audience (Check all that apply)

☐ Individual ☐ Small Group ☐ Large Group

Format (Check all that apply)

☐ Stand Alone/Independent ☐ Integrated ☐ Supplemental ☐ In lieu of basal text

Type of Software (Check all that apply)

☐ Simulation ☐ Management ☐ Interdisciplinary ☐ Problem Solving ☐ Tutorial
☐ Exploratory ☐ Creativity ☐ Drill and Practice ☐ Critical Thinking ☐ Utility
☐ Other _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

MANAGEMENT

Average _____

_____ Allows customizing for individual learning needs.
_____ Keeps students' performance record, where needed.
_____ Allows for printed reports.
_____ Provides tech support options. (list below)

Comments:

PRESENTATION / INTERFACE

Average _____

_____ Presents material in an organized manner.
_____ Employs consistent, easy-to-use, on-screen instructions.
_____ Supports developmentally correct presentation format.
_____ Adapts to different learning environments (learning styles/multiple intelligences, etc.)
_____ Encourages use of technology to access ideas and information.
_____ Provides accessible format for special needs students and students with Limited English Proficiency.

Comments:

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READING CONTENT

Average Rating _____

Program of Studies - Students develop abilities to apply appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Core Content - Stages of Reading Development

Materials provide opportunities for students to:

- _____ Form a Foundation in Reading - Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts. This involves reading at the word, sentence and connected text levels.
- _____ Develop an Initial Understanding - Requires readers to develop an initial impression or global understanding of what is read. This involves considering the text as a whole or in a broader perspective.
- _____ Interpret Texts - Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.
- _____ Reflect and Respond to Texts - Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.
- _____ Develop a Critical Stance - Requires readers to stand apart from the text and consider it objectively. This involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor and organization.

Comments: _____

Reading Concepts and Skills

Materials provide opportunities for students to:

- _____ Demonstrate phonological awareness - Refers to awareness of many aspects of spoken language. These include the awareness of the following basic sound units: words within sentences, syllables within sentences, and phonemes within syllables and words. This is an "umbrella" term that is used to refer to a child's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments as well as awareness of individual phonemes (e.g., rhyme, phonemic awareness).

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- _____ Use word identification strategies (i.e. decoding, structural analysis, high frequency words, contextual clues, phonics) Phonics is the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.
- _____ Expand vocabulary - Refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
- _____ Build comprehension - Understanding what one is reading. Comprehension is the ultimate goal of all reading activity.
- _____ Develop fluency - Ability to read text quickly, accurately, and with proper expression.

Comments: _____

Additional Reading Criteria

- _____ Teacher materials provide opportunity for flexible grouping of students.
- _____ Materials include design for diagnostic, formative and summative assessment.
- _____ Text includes selections that are appropriate for reading aloud, shared reading, guided reading, and independent reading.
- _____ Text includes a variety of authentic literature and information selections (e.g. fiction, nonfiction, poetry, and drama)
- _____ Text includes selections that are representative of contemporary, classic, and multicultural writers of both genders.

Comments: _____

2=Strong evidence all of the time 1=moderate evidence some of the time 0=little or no evidence LEAVE BLANK if not applicable

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WRITING CONTENT

Average Rating _____

Academic Expectation 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Program of Studies - Students learn and apply the writing process and criteria for effective writing entries developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Core Content - Stages of Writing Development

Materials provide students with opportunities to write for a variety of purposes and audiences in a variety of forms. Materials use terminology that is consistent with the following:

_____ **Purpose/audience**
Materials provide opportunity for the writer to establish and maintain a focused purpose to communicate with an authentic audience by: Narrowing the topic

- Choosing a perspective authentic to the writer (not contrived)
- Presenting an idea or theme
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Employing a suitable tone
- Allowing voice to emerge when appropriate

_____ **Idea Development/Support**
Materials provide opportunity for the writer to develop and support main ideas and deepen the audience's understanding of purpose by using:

- Logical, justified, and suitable explanation
- Relevant elaboration
- Related connections or reflections
- Idea development strategies appropriate for the form

_____ **Organization**
Materials provide opportunity for the writer to create unity and coherence to accomplish the focused purpose by:

- Engaging the audience
- Establishing a context for reading when appropriate
- Placing ideas and support in a meaningful order
- Guiding the reader through the piece with transitions and transitional elements
- Providing effective closure

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_____ **Sentence Structure**

Materials provide opportunity for the writer to create sentences that are:

- Varied in structure and length
- Constructed effectively
- Complete and correct unless using unconventional structures for an intentional effect when appropriate

_____ **Language**

Materials provide opportunity for the writer to demonstrate:

- Correct usage/grammar
- Concise use of language
- Effective word choice through strong verbs, precise nouns, concrete details, and sensory details
- Language appropriate to the content, purpose, and audience

_____ **Correctness**

Materials provide opportunity for the writer to demonstrate:

- Correct spelling
- Correct punctuation
- Correct capitalization
- Acceptable departure from standard correctness to enhance meaning when appropriate
- Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

Comments: _____

Additional Writing Criteria

- _____ Content reinforces the concept of writing as a process
- _____ Usage and mechanics lessons (punctuation, capitalization, and spelling) are integrated into the reading and writing processes.
- _____ Text provides ample and varied suggestions for written and oral language experiences: expressive, informational/explanatory, argumentative, critical, literary, grammar/language usage.
- _____ Text provides direct opportunities for student practice
- _____ Content provides for the development of oral language, written language, and media technology.
- _____ Text includes information on using metacognitive strategies to improve oral language, written language, and the use of media and technology.

Comments: _____

<p>2=Strong evidence all of the time 1=moderate evidence some of the time 0=little or no evidence LEAVE BLANK if not applicable</p>

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GRAMMAR AND SPELLING

Average rating _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Grammar and Spelling Component

Materials provide:

- _____ Clearly stated grammar rules and usage with practice activities. (Note: Writing handbooks may not have practice activities.)
- _____ Opportunities for demonstration of student competencies in grammar in various written and oral modes
- _____ Instruction in and activities for students to use writing process.
- _____ Varied writing models.
- _____ A research-based, developmental approach to spelling.
- _____ Opportunities for differentiating instruction.
- _____ List words at each grade level presented in the appropriate writing style (manuscript or cursive).
- _____ Opportunities for Spelling words to be learned in isolation as well as in context.
- _____ The materials shall outline effective methods or strategies for learning to spell words and includes instructions to the student on how to study words independently.
- _____ Word comparisons, visual patterns, relationships between spelling and meaning, and the use of semantic and structural analysis strategies are introduced in the elementary grades and emphasized in the middle grades
- _____ Spelling is presented as a function of the writing process, receiving emphasis in the editing stage.
- _____ Program includes information on using metacognition and strategies for students to evaluate their own spelling.
- _____ Dictionaries (print and electronic) to develop editing skills.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
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LISTENING / SPEAKING / OBSERVING

Average rating _____

Academic Expectation 1.3 Students make sense of the various things they observe.

Academic Expectation 1.4 Students make sense of the various messages to which they listen.

Academic Expectation 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Program of Studies - Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.

2=Strong evidence all of the time

1=moderate evidence some of the time

0=little or no evidence

LEAVE BLANK if not applicable

Listening/Speaking/Observing Content

Materials provide opportunities for students to:

_____ Adjust communication based on audience, purpose, and situation.

_____ Prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations, with and without technology and visual aids (additional supporting Academic Expectations 5.3).

_____ Use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aids.

_____ Apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks (additional supporting Academic Expectation 5.1).

Comments: _____

2=Strong evidence all of the time

1=moderate evidence some of the time

0=little or no evidence

LEAVE BLANK if not applicable

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INQUIRY

Average rating _____

Academic Expectation 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

Program of Studies - Students independently and collaboratively use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Inquiry Content

Materials provide opportunities for students to:

- _____ Develop questions to obtain ideas and information for authentic tasks.
- _____ Identify types of resources for a variety of tasks and select resources appropriate for specific tasks (additional supporting Academic Expectation 5.4).
- _____ Explore research tools to gather ideas and information for a variety of authentic tasks.
- _____ Identify sources by title and author in written and oral products.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

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TECHNOLOGY

Average rating _____

Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Program of Studies - Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

Technology Content

Materials provide opportunities for students to:

_____ Use technology to access ideas and information.

_____ Explore technology as a means of communication.

Comments: _____

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AUDIENCE – TEACHER MATERIALS

Average rating _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

The following Sections include all strands of language arts (reading, writing, listening, speaking, observing, inquiry and technology).

- _____ Incorporate instructional strategies for engaging students in all depths of knowledge.
- _____ Incorporate on-going assessment strategies that provide implications for instruction that resemble state-like assessments.
- _____ Offer suggestions for oral presentations using technology, ancillary materials, and additional resources for re-teaching and enrichment.
- _____ Include selections that are appropriate for reading aloud, shared reading, guided reading, and independent reading.
- _____ Integrate content with and make explicit connections to other subject areas.
- _____ Include ancillary materials and offer suggestions for use of materials and additional professional readings and resources
- _____ Include content accommodations for students' diversity, maturation, abilities, and ways of learning.
- _____ Emphasize comprehension with questions and activities that require critical thinking and problem solving.
- _____ Present Reading/Writing strategies in a meaningful context and in a clear and organized manner.
- _____ Are available in nonprint form.
- _____ Include teacher resources that are available online.
- _____ Are easy to coordinate (e.g., additional resources noted at point of need, student pages shown, easy accessibility).

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

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AUDIENCE – STUDENT MATERIALS

Average rating _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

- _____ Emphasize comprehension with questions and activities that reflect depth of knowledge.
- _____ Include a variety of authentic selections from the genres identified for state assessment.
- _____ Integrate content with and make connections to other subject areas.
- _____ Provide a consistent instructional pattern for handwriting practice (age appropriate).
- _____ Include selections that are age-appropriate and meaningful for culturally diverse, heterogeneous groups.
- _____ Promote academic growth through the stages of reading and writing development.
- _____ Provide opportunities for students to engage in the three kinds of writing: writing to learn, writing to demonstrate learning and writing for authentic purposes.
- _____ Integrate Reading and Writing processes with numerous opportunities for self-expression in oral, written, and visual form.
- _____ Provide opportunities for self-selected activities to extend and apply concepts, information and/or skills and strategies in a variety of ways (drama, discussion, movement, art, etc.)

Comments: _____

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1=moderate evidence some of the time
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FORMAT

Average rating _____

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
LEAVE BLANK if not applicable

- _____ Follows a logical organization and allows for spiraling of content.
- _____ Defines vocabulary and key terms clearly within each lesson.
- _____ Presents visual illustrations (e.g., graphs, charts, models) clearly and uses content-related examples.
- _____ Reflects diversity (e.g. racial, ethnic, cultural, age, gender, disabilities) in illustrations and language.
- _____ Provides legible type, length of lines, spacing, and page layout and width of margins that contribute to overall readability.
- _____ Is durable and conducive to daily use.
- _____ Provides sufficient glossaries, indices, and appendices.

Comments: _____

2=Strong evidence all of the time
1=moderate evidence some of the time
0=little or no evidence
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ANCILLARY MATERIALS

Average rating _____

Coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).

- _____ Coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).
- _____ Include activities that adapt to the various learning styles, intelligences, and interest/ability levels.
- _____ Provide extension activities that include modifications and accommodations for students with special needs and students with Limited English Proficiency.
- _____ Provide objectives, background information, suggestions for lesson implementation, additional references, and connections to real world and career/technology.
- _____ Provide suggestions and examples for integration of themes and/or interdisciplinary instruction.
- _____ Provide teacher resources online.
- _____ Include online resources - Practice skills only.
- _____ Include online resources - New application materials.

Comments: _____

2=Strong evidence all of the time 1=moderate evidence some of the time 0=little or no evidence LEAVE BLANK if not applicable
